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| **Unit Title: Winds of Change Grade 1/Quarter 3/Unit 4** | | | | | | | | | | | |
| **Conceptual Lens:**  In this fourth four-week unit of first grade, students look at changes in nature through non-fiction, changes in the feelings of characters through fantasy, and changes in their own writing through revision.  **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  **Building on the simple characteristics of fable characters, students describe the characters’ feelings. Focusing on verbs, students act out the various ways Dorothy in The Wonderful Wizard of Oz could “walk” on the yellow brick road. They read an article on wind power to look at how wind can provide energy efficiently. They view the non-fiction in this unit through the lens of cause and effect. Finally, students look at writing a moldable, changing piece of work that improves with revision.**   |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | * Identify words and phrases in stories or poems that suggest feelings and appeal to the senses. * Identify cause and effect relationships in informational text. * Describe characters, settings, and major events in a story using key details. * Read grade level poetry. * Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. * Identify author’s purpose. | * Add details as needed to strengthen writing through revision. * Using commas to separate the words, dictate sentences with a series of nouns. * Write a narrative text with a focus on feelings. * Revise writing using temporal words, feeling words, and vivid verbs. * With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration. | * Distinguish between the root and affixes of verb conjugations, such as walk, walks, walked, walking. * Use commas in a series and identify the conjunction (e.g., “I see monkeys, tigers, and elephants at the zoo”). * Distinguish shades of meaning among verbs by defining, choosing, or acting out the meanings. * Use personal, possessive, and indefinite pronouns. * Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.   Information and Technology Skills   * Use a variety of technology tools to organize data and information (ex. word processor etc.) * Use technology tools to present data and information. |  |  | | --- | | **Stage 2 – Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**  **Please note: This performance task is to be completed at the end of the third quarter-Week 9!**   |  | | --- | | **Performance Task:**  **Give students this prompt: Choose one of the people that we studied from this unit that you think is most important. Write about the person. Be sure to name the person and tell why he/she is most important. Also, make sure you support your opinion with ideas from the books we read.**  **Performance Task: Choose one of the people, such as: Betsy Ross, Abraham Lincoln, Susan B. Anthony, Benjamin Franklin, Bill Gates or any other American that was studied during this unit and write a persuasive piece about why this person is important** | | **Rubric for 3rd quarter performance task**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Topic and Closing Sentence** | Topic sentence clearly states opinion and the closing sentence reinforces the opinion. | Writes a clear topic sentence or clear closing sentence but not both. | Neither the topic sentence nor the closing sentence is clearly stated. | Does not attempt to write a topic sentence or closing sentence. | | **Focused Sentences** | Writes at least 3 sentences that support the opinion. | Writes 2 sentences that support the opinion. | Writes 1 sentence that supports the opinion. | Writes no sentences that support the opinion. | | **Capitalization** | No errors in capitalization. | No more than 1 error in capitalization. | No more than 2 errors in capitalization. | No more than 3 errors in capitalization. | | **Punctuation** | No errors in punctuation. | No more than 1 error in punctuation. | No more than 2 errors in punctuation. | No more than 3 errors in punctuation. | | **Spelling** | No errors in kindergarten or taught word wall words. | No more than 3 errors in kindergarten or taught word wall words. | No more than 5 errors in kindergarten or taught word wall words. | 6 or more errors in kindergarten or taught word wall words. | |  |  |  |  | Total Score:\_\_\_ | | |   **Stage 3 – Learning Experiences** | | | | | | | | | | | |
| **Unit Progression** | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | | **Week 3** | | | | **Week 4** | | |
| **Big Ideas** | **Literacy:**  **Making inferences, character analysis, r-influenced vowels, revising (adding to the middle and dialogue)**  **Science Connection:**  **Introduce Balance and Motion** | **Literacy:**  **Visualizing, tracking character feelings, major events in a story, precise verbs, r-influenced vowels, root words and endings, revising leads, commas**  **Science Connection:**  **Balance and Motion** | | **Literacy:**  **Making sense of new information, visualizing, r-influenced vowels, show- don’t tell, temporal words**  **Science Connection:**  **Balance and Motion** | | | | **Literacy:**  **Inferring and visualizing, using non-fiction, character feelings, revising story endings**  **Science Connection:**  **Balance and Motion**  **(introduce magnets)** | | |
| **Suggested read aloud novels to incorporate in classroom discussions and lessons:**  **Fiction**   |  | | --- | | (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.  **Literary Texts**  **Stories**  Changes, Changes (Pat Hutchins)  The Wind Blew (Pat Hutchins)  **Poems**  “Covers” in *The Sun is So Quiet* (Nikki Giovanni) (E)  “It Fell in the City” in *Blackberry Ink* (Eve Merriam) (E)  “Laughing Boy” in *Haiku: This Other World* (Richard Wright) (E)  “Drinking Fountain” in *Random House Book of Poetry for Children* (Marchette Chute) (E)  **Stories (Read Aloud)**  The Wonderful Wizard of Oz (Frank L. Baum) (E)  Twister on Tuesday (Mary Pope Osborne and Sal Murdocca) (EA)  Alexander and the Horrible, No Good, Very Bad Day (Judith Viorst and Ray Cruz)  Alexander, Who’s Not (Do You hear me? I mean it!) Going to Move (Judith Viorst, Ray Cruz, and Robin Preiss Glasser)  If You Give a Mouse a Cookie (Laura Joffe Numroff and Felicia Bond)  The Bat Boy and His Violin (Gavin Curtis and E.B. Lewis)  When Sophie Gets Angry—Really, Really Angry… (Molly Bang) (EA)  My Name is Yoon (Helen Recorvits and Gabi Swiatkowska)  Goin’ Someplace Special (Patricia C. McKissack and Jerry Pinkney)  No, David! (David Shannon)  Where the Wild Things Are (Maurice Sendak)  The Snowy Day (Ezra Jack Keats)  **Poems (Read Aloud)**  “Who Has Seen The Wind” in *Rossetti: Poems* (Everyman’s Library Pocket Poets) (Christina Rossetti) (E)  “The Wind” in *A Child’s Garden of Verses* (Robert Louis Stevenson)  “Windy Nights” in *A Child’s Garden of Verses* (Robert Louis Stevenson)  “Blow, Wind, Blow!” (Traditional)  **Art, Music, and Media**  **Music**  Pyotr Ilyich Tchaikovsky, Violin Concerto in D major, Op. 35 (1878)  Wolfgang Amadeus Mozart, Violin Concerto No. 4 in D Major (1775)  Johann Sebastian Bach, Concerto for 2 Violins, Strings, and Continuo in D Minor (Double Violin Concerto) (1730-31)  Ludvig van Beethoven, Violin Concerto in D Major, Op. 61 (1806)  **Film**  The Wizard of Oz, Victor Fleming dir.  (1939) | | | | **Non –Fiction**  **Informational Texts**  **Informational Books**  “Wind Power” (National Geographic Young Explorers) (November-December 2009)(E)  “Storms” (National Geographic Readers) (Miriam Goin)  **Informational Books (Read Aloud)**  Tornadoes! (Gail Gibbons) (EA)  Tornadoes (Seymour Simon)  Super Storms (Seymour Simon)  Flash, Crash, Rumble, and Roll (Franklyn M. Bramley and True Kelley)  How People Learned to Fly (Fran Hodgkins and True Kelley) (E)  Feelings (Aliki) (EA)  Twisters and Other Terrible Storms: A Nonfiction Companion to Twister on Tuesday (Will and Mary Pope Osborne, and Sal Murdocca) (EA)  Antartica (Helen Cowcher)  **Forces and Motion**  **E Books**  Attract and Repel  Give it a Push, Give it a Pull  Tornadoes | | | | | | | | |
| **WEEK 1- January 23-25** | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Infer and Visualize**  **Lesson 12 (pg 2)- Infer Meaning**  **Lesson Text**  **“Things” from *Honey, I Love and other love poems by Eloise Greenfield or another book with a collection of poetry***  **Connect and Engage**   * Share the cover and explain that the book is a collection of poems by one author. * Have kids turn and talk about what they know about poetry. * Read the poem aloud and then together.   **Model**   * Explain that readers often have to infer the meaning of poetry to understand it. * Share that inferring is taking background knowledge and adding clues from the text to it in order to figure something out.   **Guide**   * Read another section of the poem and invite kids to draw or write what they infer is going on. * Invite kids to share their inferences, first with a partner and then the whole group.   **Practice Independently**   * Read the last section and infer the meaning of it. * Invite kids to jot down or draw what they infer on thinksheets.   **Share the Learning**   * Invite the kids to share the inferences, either orally or with their thinksheets. * Read the poem one last time. | | | | | **Standards**  RL.1.4: Identify words and phrases in stories or poems that suggest feelings and appeal to the senses.  RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | | **“I Can” Statements**  I can identify words and phrases in a story or poem that tell me how something looks, sounds, tastes, smells, or feels.  I can identify unknown or unclear words and phrases.  I can clarify or learn the meaning of words and phrases by asking and answering questions. | |
| **Essential Questions**  Author’s Choice: Why does it matter? | |
| **Jan Richardson Strategies**  **Character Analysis (B-M-E) (pg. 161)**  Track the character feelings: Whole Group-Pick a read-aloud and model character thinking using sticky notes. While reading stop and talk about the character’s feelings. Write down how the character feels on sticky notes. Do this several times throughout the reading of the book as the character’s feelings change. After reading, scramble the sticky notes and then have the students to sequence them. Students take turns sharing how the character felt at the beginning, middle, and end of the story. | | | | | **Standards**  RL.1.3: Describe character, settings, and major events in a story, using key details.  SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | | | **“I Can” Statements**  I can identify the characters, settings, and major events in a story.  I can use key details to describe the characters in a story. | |
| **Essential Questions**  Am I clear about what I just read?  How do I know? | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   Resource-Gay Su Pinnell & Irene C. Fountas Phonics Lessons Grade 1  LS 20-Learning about Word Structure: r with a Vowel (Making Words)   * **Interactive Read –Alouds by Linda Hoyt page 33 (Infer)**   Text: No, David by David Shannon   * **Unit Lessons**   Begin reading The Wizard of Oz. As students meet each character think about the character’s feelings and how the author shows us the characters feelings. Discuss how the author helps us use our senses to see, smell, hear, feel, and even taste while reading a book. | | | | | **Standards**  RF. 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.  RL.1.3: Describe character, settings, and major events in a story, using key details.  RL.1.4: Identify words and phrases in stories or poems that suggest feelings and appeal to the senses. | | | | **“I Can” Statements**  I can read and write words using r influenced vowels. | |
| **Essential Questions**  How do sounds and letters create words? | |
| **Writer’s Workshop** | **Resource: The Craft of Revision**  **Session 1: Introducing Revision**  In this session you’ll show children how you reread a story you’ve written, and you’ll solicit their suggestions for how you can revise by adding more details to that story.  **Session 2: Adding to the Middles of Texts**  In this session, you will introduce tools a writer uses to insert new text into the midst of his or her draft.  **Session 3: Adding Dialogue**  You’ll emphasize in this session that writers revise for reasons, and one reason might be to show characters talking. | | | | | **Standards**  W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details. | | | | **“I Can” Statements**  I can place story events in the right order.  I can use details to describe what happened in my story. | |
| **Essential Questions**  What do good writers do? | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Read the book, Tornadoes by Gail Gibbons. Discuss the effect that the given force (tornado) has on the motion of objects.  Read “Things that Spin” p. 22 from the TASC kit book Balance and Motion. After reading, explore with spinners (TASC kit Investigation 2). | | | | | **Standards**  1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. | | | | **“I Can” Statements**  I can change the motion of an object by using force to make it go faster, slower, or change the direction of the motion. | |
| **Essential Questions**  How does force change the motion of an object? | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  cyclone (The Wizard of Oz), axis (Things That Spin) | | | | |
| **WEEK 2- January 28-Feb 1** | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Infer and Visualize**  **Lesson 13(pg. 18): Learn to Visualize**  **Lesson Text: Honey, I Love**  **Rope Rhyme**  **Connect and Engage:**   * Read a poem and ask kids to infer what it is about.   **Model**   * Explain that readers get pictures in their minds when they are listening or reading and that this is called *visualizing.* * Share a well-known story and think aloud about what you visualize. Have students to share what they picture in their minds. * Share what you visualize as you read the poem aloud.   **Guide**   * Read another poem in sections or stanzas and have kids talk about what they visualize.   **Practice Independently**   * Invite kids to draw what they visualize from the poem.   **Share the Learning**   * Invite kids to the sharing circle to talk about their drawing and what they visualized. | | | | | **Standards**  L.1.5: With guidance and support from adults, demonstrate understanding of word relationship and nuances in word meanings.  (Distinguishshades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. | | | | **“I Can” Statements**  I can tell the difference between similar verbs by defining, choosing, or acting out the meanings. | |
| **Essential Questions**  How do I use what I know to figure out what I don’t know? | |
| **Jan Richardson Strategies**  **Character Analysis (B-M-E) (pg. 161) Continue to use in Guided Reading Groups**  Track the character feelings: Whole Group-Pick a read-aloud and model character thinking using sticky notes. While reading stop and talk about the character’s feelings. Write down how the character feels on sticky notes. Do this several times throughout the reading of the book as the character’s feelings change. After reading, scramble the sticky notes and then have the students to sequence them. Students take turns sharing how the character felt at the beginning, middle, and end of the story. | | | | | **Standards**  RL.1.3: Describe character, settings, and major events in a story, using key details.  SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | | | **“I Can” Statements**  I can identify the characters, settings, and major events in a story.  I can use key details to describe the characters in a story. | |
| **Essential Questions**  Am I clear about what I just read?  How do I know? | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource- Words Their Way (Word Sorts for Letter Name-Alphabetic Spellers)**  **Unit VII- Introduction to r-Influenced Vowels**  **Sort 48 Short o and or**   * **Unit Lesson**   Continue reading The Wizard of Oz. Choose some verbs that are rather bland such as “walk”. Have students imagine they are in the book and really happy. How would they walk? (skip, dance, run). Act out this verb. Pretend they are sad and what that would look like. Make a list of words that would be a better choice than “walk”. Add words to their vocabulary notebook.   * **Interactive Read-Alouds by Linda Hoyt (p. 155 Context Clues)**   **Text: Where the Wild Things Are by Maurice Sendak**  **Additional Lesson: using verbs, explain roots and affixes (walks, walked, walking)** | | | | | **Standards**  RF. 1.3 (cont.)  L.1.5d With guidance and support from adults demonstrate understanding of figurative language, word relationships, nuances, and word meaning (Distinguish shades of meaning among verbs)  L.1.4c Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies (identify frequently occurring root words | | | | **“I Can” Statements**  I can tell the difference between similar verbs by defining, choosing, or acting out the meanings.  I can identify root words and understand that adding -s, -ed, and -ing changes the meaning of a root word. | |
| **Essential Questions**  What a better word I can use for a bland word? | |
| **Writer’s Workshop** | **Resource: The Craft of Revision**  **Session 4: Revising by Taking Away**  In this session, you will teach children that revision can involve taking writing away from a draft as well as adding writing to a draft.  **Session 5: Planning Revision**  In this session, you’ll encourage children to reread and assess their writing to make plans for revision.  **Session 6: Revising Leads**  Your goal in this session is to raise children’s awareness and knowledge of effective leads, and to help them include rewriting leads as part of the revision process.  **\*Additional Lesson:** Using commas to separate the words, dictate sentences with a series of nouns. | | | | | **Standards**  W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details.  L.1.2c: Use commas in dates and to separate single words in a series. | | | | **“I Can” Statements**  I can write a story with events placed in the correct order.  I can use a comma to separate three or more words in a series (ex. I went to the store to buy eggs, milk, and cheese). | |
| **Essential Questions**  What do good writers do?  Why do the rules of language matter?  (using commas to pause) | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Read the book, Blow, Wind, Blow! or any text about wind). Discuss the pushing effect that the wind has on various objects. Allow students to use straws to blow through to push various objects and see the effect that the wind has on each object. | | | | | **Standards**  1.P.1.1 Explain the importance of a push or pull to changing the motion of an object | | | | **“I Can” Statements**  I can predict the distance an object will move depending on the force applied and the weight of the object being moved. | |
| **Essential Questions**  How do force and weight affect how an object moves? | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebook * rumpus, gnashed (Where the Wild Things Are) | | | | | | **Tier Three ELA Words** | | | | |
| **WEEK 3-February 4-8** | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Infer and Visualize**  **Lesson 13 (pg. 32) Make Sense of New Information**  **Lesson Text: Time for Kids Bigger Picture Edition “Ladybugs Grow Up”**  **Any non-fiction text with clear photographs and a range of visual and text features**  **Connect and Engage**   * Share inferences and elicit kids’ thinking about the cover photograph. * Teach and draw the inference equation (pg. 35)   **Model**   * Show kids how we refer, combining background knowledge with clues from the words and photos to make meaning. * Turn and talk about photos and features using the phrases “I think”, “I infer”, and “I visualize”. * Use an example from a child to demonstrate how to make an inference. * Show how to infer the meaning of an unfamiliar word and mark a Post-It with an ” I” for inference.   **Guide**   * Invite kids to turn and talk and then share their inferences. * Encourage kids to notice features and text that demonstrate sequence. * Reiterate the language of inferring and visualizing and tie it to the features.   **Practice Independently**   * Invite kids to write down and/or draw their inferences, saying “I think”, “I infer”, or “I visualize”.   **Share the Learning**   * Encourage kids to share their learning-using the language of visualizing and inferring. * Wrap up the lesson by asking kids to put their Post-its up for all to see. | | | | **Standards**  L.1.5: With guidance and support from adults, demonstrate understanding of word relationship and nuances in word meanings. | | | | **“I Can” Statements**  I can tell the difference between similar adjectives by defining, choosing, or acting out the meanings. | | |
| **Essential Questions**  How do I use what I know to figure out what I don’t know? | | |
| **Jan Richardson Strategies**  **Visualize (pg. 203-205)**  Give students a text to read (guided reading) or read a text during whole group and have them to visualize (get a picture in their head) and draw that image. You can use fiction, non-fiction, or poetry. | | | | **Standards**  RL.1.4-Identify words and phrases in stories or poems that suggest feelings and appeal to the senses. | | | | **“I Can” Statements**  I can identify words and phrases in a story or poem that tell me how something looks, sounds, tastes, feels, or smells. | | |
| **Essential Questions**  Author’s Choice: Why does it matter?  What makes a story a great story**?** | | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource- Words Their Way (Word Sorts for Letter Name-Alphabetic Spellers**  **Unit VII- Introduction to r-Influenced Vowels**  **Sort 49 Sort a and ar**   * **Unit Lesson**   Continue reading The Wizard of Oz and as new characters are introduced list and discuss how the author describes them and their feelings.  Read the article “Wind Power” or any information text that demonstrates cause and effect. Brainstorm together the effects of wind.   * **Interactive Read-Alouds by Linda Hoyt (p. 53 cause and effect)**   **Text: If You Give a Mouse a Cookie** | | | | **Standards**  RF. 1.3 (cont.)  R I 1.8 Identify the reasons an author gives to support points in a text. | | | | **“I Can” Statements**  I can identify why an author wrote a text. | | |
| **Essential Questions**  Who’s story is it and why does it matter? | | |
| **Writer’s Workshop** | **Resource: The Craft of Revision**  **Session 7: Teaching Children to Confer About Writing**  In this session you’ll teach writers that when you ask, “What are you working on as a writer?” You expect their answer to include not just the name of their subject, but also their goals as a writer.  Session 8: Showing, Not Telling  In this session, you’ll teach children that when they revise, they need particular goals, and you’ll suggest that an essential quality of good writing is showing instead of telling.  **Session 9: Learning More About Showing, Not Telling**  You’ll use children’s literature in this session to illustrate the value of making images in writing.  **\*Additional Lesson: Interactive Read-Alouds by Linda Hoyt (p. 183 transitional words)**  **Text: The Snowy Day by Ezra Jack Keats** | | | | **Standards**  W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  **(Revise writing using temporal words, feeling words, and vivid verbs)** | | | | **“I Can” Statements**  I can use words (before, during, and after) to show event order in my story | | |
| **Essential Questions**  What’s my purpose and how do I develop it? | | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  While reading the book The Wizard of Oz discuss the effect that the wind has on various objects (hats blow off, tree limbs fall down, etc.) Conduct Balance and Motion TASC kit investigation 2 “Twirlers” (p.20) to explore the effect that the wind has on the objects. | | | | **Standards**  1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them | | | | **“I Can” Statements**  I can explain how objects need force to make them move. | | |
| **Essential Questions**  How does the wind make objects move? | | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks   heaping, adventures (The Snowy Day)  trim (If you Give a Mouse a Cookie) | | | | | | **Tier Three ELA Words** | | | | |

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| **WEEK 4-February 11-15** | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Infer and Visualize**  **Lesson 15 (pg. 46) Infer and Visualize with Narrative Non-Fiction**  **Lesson Text: Antarctica by Helen Cowcher or any narrative non-fiction**  **Connect and Engage**   * Visualize and imagine the story setting to create mind pictures and sensory images before introducing the story. * Sketch and review the inference equation. * Introduce narrative nonfiction-books that have true information and tell a story.   **Model**   * Demonstrate how to make an inference based on background knowledge and what was learned from the text and pictures. * Have kids respond to the text and share inferences as you record them.   **Guide**   * Guide kids to act out and infer the meaning of unfamiliar vocabulary. * Guide kids to make inferences about unfamiliar information. * Use examples from the kids to discuss inferences, visualizations, and predictions about the story and information in the text.   **Collaborate**   * Encourage children to draw or write what they have learned or inferred on Post-its. * Continue reading, stopping periodically to let kids turn and talk, and then respond.   **Share the Learning**   * Finish reading the story and consider big ideas. * Discuss a lingering question posed at the end of the story. | | **Standards**  RI.1.8-Identify the reasons an author gives to support points in a text. | **“I Can” Statements**  I can identify why an author wrote a text.  I can identify the points an author makes in a text. |
| **Essential Questions**  Whose story is it, and why does it matter? |
| **Jan Richardson Strategies**  **Continued from previous week**  **Visualize (pg. 203-205)**  Give students a text to read (guided reading) or read a text during whole group and have them to visualize (get a picture in their head) and draw that image. You can use fiction, non-fiction, or poetry. | | **Standards**  RL.1.4-Identify words and phrases in stories or poems that suggest feelings and appeal to the senses. | **“I Can” Statements**  I can identify words and phrases in a story or poem that tell me how something looks, sounds, tastes, feels, or smells. |
| **Essential Questions**  Author’s Choice: Why does it matter?  What makes a story a great story? |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **R influenced vowels**  [**http://www.youtube.com/watch?v=je-ItR2Vfmo**](http://www.youtube.com/watch?v=je-ItR2Vfmo) [**http://www.youtube.com/watch?v=\_i7jD\_Nqrj0**](http://www.youtube.com/watch?v=_i7jD_Nqrj0)   * **Unit Lesson**   **Continue reading The Wizard of Oz and continue discussing character feelings.**  **Read the text, When Sophie Gets Angry-Really Really Angry. Make text to text connections with The Wizard of Oz. Make text to self connections discussing students’ feelings. Write about a time you were angry using feeling words appealing to the five senses.**  **Throughout the day, play some music in the background. Ask the students how the music made them feel. Then, read the book, The Bat Boy and His Violin. After reading, go back through the text and talk about how the author used words and phrases to let the reader know how the characters in the book felt.** | | **Standards**  RF. 1.3 Know and apply grade-level phonics and word analysis skills in decoding words  R. L 1. 4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | **“I Can” Statements**  I can identify words and phrases in a story that show how the characters felt. |
| **Essential Questions**  What makes a story a great story? |
| **Writer’s Workshop** | **Resource: The Craft of Revision**  **Session 10: Revising Endings**  In this session, you’ll remind your students that endings merit revision.  **Session 11: Revising While Writing**  You’ll teach children in this session that they can write new pieces, revising as they go.  **Session 12: Partnering for Revision**  In this session you’ll teach children to rely more on one another when revising their pieces.    **Session 13: Revising One’s Genre**  You’ll teach children in this session that sometimes a writer revises by reshaping writing into a different genre: from a letter to a poem, from a story to a song, and so on.  Session 14: Learning Revision from Authors  In this session you’ll teach children that they can learn from other authors when revising their pieces | | **Standards**  W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details. | **“I Can” Statements**  I can write an ending for my story that provides a sense of closure (ties up loose ends and leaves the reader satisfied). |
| **Essential Questions**  **What do good writers do? Endings?** |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Go on Discovering Streaming and watch the video, *Magnets: A First Look.* Use magnets to explore the effect they have on various objects (including the 20 objects from the Solids and Liquids TASC kit). | | **Standards**  1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets | **“I Can” Statements**  I can explain how a magnet makes an object move. |
| **Essential Questions**  How do magnets make objects move? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | **Tier Three ELA Words**  Adeile, Weddell, Emperor, lurks, ferocious, ruckery, Skuas (Antarctica) | | |
| **WEEK 5- February 19-22** | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Visualize and Infer**  **Continue visualizing and inferring using another non-fiction narrative text.** | | **Standards**  RI.1.8-Identify the reasons an author gives to support points in a text. | **“I Can” Statements**  I can identify the reasons an author gives to support the points in a text. |
| **Essential Questions**  In what ways does creative choice impact an audience? |
| **Jan Richardson Strategies**  **Red Questions (pg. 212)**  Using a fiction or non-fiction text model asking red questions. They begin with “I wonder why”, “Why would”, “How could”, and “What if”. These questions are not answered directly in the text. Students can generate their own red questions. | | **Standards**  RI.1.4- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | **“I Can” Statements**  I can clarify or learn the meaning of words and phrases by asking and answering questions. |
| **Essential Questions**  Author’s Choice: Why does it matter? |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   Any Smart Exchange and SMARTboard activities   * **Unit Lesson**   Continue and finish reading The Wizard of Oz. Continue discussing character feelings and how they change throughout the book.  Read Alexander and the Horrible, No Good, Very Bad Day. Have the students retell the things that went wrong and how Alexander felt. Have the students make personal connections. Have you ever felt this way?  Watch the film, The Wizard of Oz.  Have the students to write a request of what they would want from the “Great Oz” and why. \* You may need to get prior parental consent before viewing the movie. | | **Standards**  RF. 1.3 Know and apply grade-level phonics and word analysis skills in decoding words  RL.1.9 Compare and contrast the adventures and experiences of characters in stories. | **“I Can” Statements**  I can describe the adventures and experiences of characters in stories I read or hear.  I can compare adventures and experiences of characters by telling how they are alike and different. |
| **Essential Questions**  In what ways does creative choice impact an audience? |
| **Writer’s Workshop** | **Resource: The Craft of Revision**  **Optional Lesson- Have students to type their stories for presentation to meet writing goal W.1.5**  **\*Randolph County Multi-Day Writing Assessment\*** | | **Standards**  W.1.5 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration.  1.TT.1.2 (word processor)  1.TT.1.3  (present information) | **“I Can” Statements**  I can listen to ideas my teachers and peers have about my writing. |
| **Essential Questions**  Final Product: What does it take? |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Read the story “Push and Pull” p. 10 from the bookBalance and Motion (TASC Kit) . | | **Standards**  1.P.1.1 Explain the importance of a push or pull to changing the motion of an object  1.P.1.3. Predict the effect of a given force on the motion of an object, including balanced force | **“I Can” Statements**  I can explain the difference in a push and pull.  I can explain the effect a force has on a balanced object. |
| **Essential Questions**  What keeps objects in a stable position? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | **Tier Three ELA Words**  double-decker, Australia, sneakers (Alexander and the Terrible, Horrible, No Good Very Bad Day) | | |

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| **Music and Art – Suggested Lessons for your Music and Art Teachers (Share these!)** |
| **Music Connection / Mood**  Throughout the day, play some violin concerto music in the background. Ask the students how the music made them feel. For example, ask them to finish this sentence: “During the music, I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Continue to listen to the music at any opportunity. Then, read the book *The Bat Boy and His Violin*, which is the story of a boy who loved to play the violin. After the students listen to the story, go back through the text and have the children talk about how the author used words and phrases to let the reader know how the characters in the book felt. (RL.1.4, L.1.1i) |